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ABSTRACT

Project BEAM, a special experimental demonstration project funded by the Adult Education Act, attempted to motivate undereducated adult Iowans to learn to read, to make the project known, and to make available for nationwide distribution the television and radio materials developed for the project. The two-phase project was conducted from September 4, 1971 to December 31, 1972. The first phase concentrated on recruitment, relying heavily on public service time available on radio and television for announcements to broadcast a toll-free phone number for further class schedule information for the area. Fewer than 80 calls resulted. Coordination of activities proved complex, and the statewide recruitment effort exceeded available funding. The second phase restricted the number of announcements and the geographic area reached. The announcements gave general location, cost, sponsor, title of class, and the phone number. This procedure was more successful. An evaluation in the form of intake and exit interviews was conducted providing data on students' sex, marital status, level of education completed, race, and enrollment influences, but it did not adequately measure and evaluate project objectives. Using radio and television as recruitment and teaching devices proved ineffective. (Appended are raw data and announcement scripts.) (AG)

MYRNA

ED101106

PROJECT BEAM

FINAL REPORT

(BASIC EDUCATION ACTION MOTIVATION)

Operated by
The Department of Community and Adult Education
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, Iowa 50307

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Des Moines Public Schools
Des Moines, Iowa
FY 1971

Office of Education Grant # OEG-0-71-4396 (324)
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Final

Evaluation Report

PROJECT BEAM

Operated by:
Department of Adult Education
Des Moines Public Schools
1800 Grand
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CHAPTER ONE

PROJECT OVERVIEW

CHAPTER I

Project Overview

The purpose of this chapter is to review the original proposal submitted for approval of Project Beam and to outline the initial objectives and rationale for the program. The remaining chapters of this report will analyze the actual procedures utilized and their measured outcomes as a means of evaluating the effectiveness of the project in meeting its stated intent.

The Department of Adult Education of the Des Moines Public Schools, on March 12, 1971, submitted Project BEAM as a Special Experimental Demonstration Project under provisions of the Adult Education Act, Section 309(b), Title III, P.L. 91-230. An addendum to this proposal was subsequently filed on June 15, 1971 and together form the complete application. Project BEAM was formally approved on June 30, 1971.

Problems and Goals

The major goals of Project BEAM were as follows:

To motivate under-educated adults to take the steps necessary to learn to read.

To bring information of help available to the under-educated adult which will appeal to him and which will capitalize on positive learning experiences.

To make available for nation-wide distribution the television and radio materials developed for Project BEAM.

The following problem areas were identified in the original proposal:

How can people who cannot read, or who read poorly, be reached to let them know there are excellent opportunities to correct this deficiency? People who do not read or read little, cannot have formed the habit of receiving information from the printed page. Normal channels of communication concerning offerings of Adult Education rely heavily on printed materials. The first problem is in reaching people who need this information.

The second problem is motivation. Motivating people to sign into Adult Education courses of academic content has long been a problem to adult educators. Skills courses, such as typing, show rapid employment reward, recreation classes promise immediate enjoyment, but academic courses, except those granting General Education Development certificates, are more remote from tangible reward.

The last United States Census figures for the state of Iowa show that 53%, or 822,390 Iowans over 25 years of age have less than a high school education and about one-fourth of this group has less than an eighth grade education. Experience shows that many persons who leave school early have reading difficulties. Even in a state of relatively small population which has enjoyed the lowest illiteracy rate in the nation for many years, there are thousands of adult citizens who cannot read or cannot read with proficiency.

Offering help for under-educated adults is difficult. They are usually extremely reluctant to divulge their reading deficiencies even to close friends or family members. They are often fearful of being "found out" by their children or spouses, by employers of fellow workers. The classic expectation of failure, due to past failures in reading, makes many poor readers feel that further efforts would be of no use. Poor learners, as well as many other adults, think it is less possible to learn in adulthood than childhood, a proven misconception. With under-educated adults there are frequently many other societal disadvantages which enter the picture, such as inadequate financial resources, crowded living conditions, dependence on agency workers, and other lacks.

Rationale

The basic premise or rational for this project is best explained by the following excerpt from the original proposal:

We believe this would be the first planned, concentrated use of air-time, patterned after successful commercial selling techniques, to be used to motivate people to enroll in basic education courses.

Print is not the answer to reaching the thousands of people who need basic education. Television and radio are answers. Ninety-nine per cent of American homes have television sets. Ninety-six per cent of all Americans report watching television regularly. In any week, over ninety-five per cent of America's population over age twelve hears some radio. Audience reports for specific groups, such as men 18-34 years of age, and women 35-49 years of age, go as high as 97.7% and 96.9%.

There are adults who do not know how to read at all who seemingly manage to function adequately in our society. As important as reading is, there are non-readers who hold jobs requiring considerable skill, who drive cars, who make friends and earn the respect of others who cannot read a company bulletin board, or a street sign, or look up a telephone number. Such people undoubtedly have something to teach us about the compensatory techniques they have developed for dealing with a reading world.

We hope in this project to gain understanding of these techniques and to use them in our design of television and radio announcements which will motivate under educated adults to seek help. This knowledge will be used to achieve initial rapport with our intended television and radio audience, to gain the listener's confidence and interest. We will capitalize on positive learning experiences. For instance, in the time of 60 seconds, we can teach one specific thing our target audience is unlikely to know. We can then within the limit of that time, demonstrate to the listener's satisfaction, that he has just accomplished an act of learning. The ease and excitement possible in learning will be demonstrated with immediacy and clarity.

Continual reminders of the ultimate value of adequate reading knowledge will be built into the announcement schedule. Ultimate rewards and benefits of a less spectacular nature will be designed to continue to entice the undereducated person into correcting this condition. The desire for basic education, and the motivation to get it, can be as effectively "packaged and sold" as the myriad other amentities to the "good life" that have had their demand built by the airwaves.

Project Objectives

As an outgrowth of the problem statement and project rationale the following objectives were established:

To indentify by reading level the audience to which this campaign is to be pointed.

To indentify motivational factors that can be interpreted into visual and audible form for television and radio media.

To design 30, 60, and 120 second announcements for use by all radio and television stations in the area which will have instructional and learning content, provide identification with the ABE program and motivale the target audience to participate.

To disseminate these materials to the radio and television stations throughout the state.

To develop techniques of retention which will enable Adult Basic Education students to maintain their interests and attendance.

To develop models, techniques, and operational devices for linkage with Model Cities Integrated Services concept.

To evaluate the response to the program by surveying all basic education enrollees in the state, to evaluate the progress of those motivated through this campaign compared to the progress of those whose motivation to enroll came through other means.

To evaluate the effectiveness of the program and disseminate on a national basis the technique devised in recruitment and motivation toward participation in Adult Basic Education.

Analysis and Evaluation

In order to determine the effectiveness of Project BEAM in meeting the stated objectives, the following evaluation elements were established:

1. Survey of enrollees in basic education prior to the project to determine motivation for their enrollment and to tally the numbers enrolled. Pre- and post- statistics of inquiries, enrollments, completions in the target area, the general community, and the state (if possible).

2. During the course of the broadcast schedule, a monthly inventory of enrollment will be obtained from enrolling agencies and a report of factors motivating enrollees to sign into courses will be solicited from them.

3. Effectiveness of the spot announcements in recruiting persons into ABE programs.

4. Relative effectiveness of the announcements in recruiting readers vs. non-readers. Pre- and post- analysis of numbers and levels of non-readers.

5. Numbers of these new recruits who complete the program vs. those who do not complete the program. These figures will be compared to figures for a control group; such as those participants who were not influenced by the broadcasts, or

in otherwords, how well the BEAM recruits stay in the project will be determined.

6. Causes of dropping out of ABE by both BEAM recruits and non-recruits will be determined and compared (i.e., to determine whether the broadcasts were misleading, lead to unrealistic expectations, etc.). Determine the causes for drop-outs from ABE recruits and recruiters.

7. Relative effectiveness of the differing kinds and frequencies of announcements. Acceptance/rejection factors of different types of announcements by ABE recruits, instructors and a target audience sample. Examination of the different variable broadcast patterns as to their acceptance and performance.

8. Actual numbers of persons who complete an ABE program as a result of Project BEAM.

9. The effectiveness of the announcements as teaching devices (if it is possible to obtain this information).

10. A final over-all survey of the total enrollments will be made when the broadcast campaign terminates, with a summary of the motivational factors reported.

CHAPTER TWO

PROCEDURES

CHAPTER 2

Procedures

After initial project approval in June, 1971, two full-time staff positions were filled in September, 1971, to carry out the functions of Project BEAM. Using guidelines developed in the project proposal, procedures were defined in the following four categories:

I. Research

A number of other projects with similar objectives were researched and analyzed with the intent of identifying problem areas and building in adequate controls into Project BEAM. In addition, personal interviews were held with both a variety of adults who could not read, and a number of professional educators and social service personnel familiar with the problems of the non-reading adult. Information from these interviews was significant in the design of the spot announcements.

II. Recruitment

This phase of the project was attached from four directions.

a) Radio and TV spot announcements.
The key element included the design and writing of thirty TV sports and 10 radio commercials. The spots were to be developed in four category types for testing: mini-teaching vignettes, case studies, testimonials, and direct motivation.

Contact, on a state-wide basis, with television and radio stations was to be made for broadcasting to begin in January, 1972. In addition, a state-wide IN-WATS toll free phone system was to be established.

b) Outreach Workers.
A state-wide system of outreach workers was to be established with appropriate orientation sessions scheduled to train these workers in recruiting techniques.

c) Social Services.
A co-operative program with various social service agencies was to be established to provide babysitting, transportation, field workers, and financial assistance to ABE clients.

d) Volunteers.
A system of volunteers was to be developed to provide recruiting services, disseminate project information, provide telephone solicitation, and conduct intake and exit interviews.

III. Retention

Because student retention in ABE programs has been a constant problem, several procedures were to be developed in this regard. They included:

a) The design of radio and TV spots that appeal to and support staying in class.

b) The urging of ABE staff and instructors to prepare for increased enrollments and to organize for control and effeciency.

c) Pressing field evaluators to continue their contact work after the initial enrollment push.

d) Continuing to bolster services provided by social welfare agencies.

e) Informing and pre-training ABE instructors with the spots to help motivate them to align their teaching habits to the proposed target audience.

f) Developing a feedback system on individual student problems.

IV. Evaluation

The procedure was to develop in co-operation with the Drake-Des Moines Institute and the Des Moines Area Community College a survey instrument consisting of a cover sheet, intake interview and exit interview. The cover sheet information was to be gathered statewide, while detailed data was to be accumulated only in Des Moines, Fort Dodge, Cedar Rapids and Ottumwa. These four metropolitan areas represent sufficiently different populations in the state and thus were to provide the project with feedback relative to the effect of the "commercials" upon adults of different backgrounds.

A thirteen member advisory committee was formed, representing both institutions serving the disadvantaged and students from ABE and GED classes. Members of this committee are listed in Appendix A.

These four elements, therefore, represent the procedures as outlined in the project proposal as necessary for the attainment of Project BEAM objectives. As the project got under way, however, the project staff soon realized that several procedures were unrealistic in light of the tight parameters established by limited time and financial resources. The remaining part of this chapter will review the problems encountered in the project implementation, the modifications made, and the implications of these changes.

For clarity, the project which covered the time span September 4, 1971 to December 31, 1972 can be divided into two phases. Phase I

includes all activities conducted between September 4, 1971 and June 30, 1972. Phase II covers the time span July 1, 1972 to December 31, 1972.

Phase I Activities

The primary recruitment emphasis remained on the production and use of television and radio spots. In total, nineteen television and nine radio spots were completed. Arrangements were made for these spots to be played over 17 television stations and 64 radio stations, representing virtually the entire broadcasting industry in the state. Only two commercials that were intended to provide a short instruction unit as part of the presentation were produced. Copies of the scripts of these spots appear in Appendixes B and C. Criteria for their selection appears in Appendix D.

Since the initial budget did not allow for the purchase of air time, the project was forced to rely on public service time available from each station. In the normal broadcast year the period from January 1 through February 28 is not heavily "bought" by commercial advertisers. This theoretically should have allowed for maximum BEAM exposure. However, feedback from broadcasters during this period indicated are unusual amount of paid commercial activity during January and February of 1972, prohibiting extensive airing of all public service announcements, including the BEAM spots. Thus the project could neither control the frequency and time slotting as anticipated, nor gain assurance that the BEAM spots were given sufficient airing. The TV and radio spots were broadcast between January 3, 1972 and March 30, 1972, and though a few broadcasters supplied

the project with a schedule of their BEAM programming for this period, no consistency was found that would support the project objectives.

Each spot contained a statewide IN-WATS toll free phone number by which the caller could obtain class schedule information for his local area. In order to provide this service, project staff contacted each of Iowas 16 area schools and compiled a master referral list of all Iowa towns 300 or more in population. A person calling received the time and location of the ABE class nearest him, and his name and address was forwarded to the area school operating that class. The fact that less than 80 calls were received during the three months of Phase I broadcasting was sufficient evidence that the toll free number was not localized enough to motivate prospective clients, and was likely, in fact, generating suspicion.

Co-ordination of project activities with ABE instructors throughout the state proved exceedingly difficult. Repeated contacts through meetings, mailings and personal interviews were made to both the Directors and coordinators of Adult Education in the 16 area schools. The support of both the state and the Des Moines Adult Education Advisory Committees was elicited. Local directors and coordinators however, found it difficult to follow through on promises to gather and return evaluation data, largely due to the relative impossibility of adding extensive data collection to a largely part time instructional staff often located at centers remote from the area school. Cover sheets and intake interviews were received for only 640 students although many times that

number enrolled in ABE programs during that time period. The number of exit interviews collected, and there largely from the Des Moines area, was insufficient to support any conclusions whatsoever.

The program of statewide outreach as outlined in the proposal far outstripped the financial resources of the BEAM project. Outreach workers were contacted from 25 service agencies in the Des Moines area, and these individuals were briefed on the goals and operation of the project. Although two evaluators were employed with the assistance of the Des Moines Area Community College, these to provide a link between clients and the project, no coordinated and co-operative program with social service agencies and volunteers materialized. A job description for the project evaluators appears in Appendix E.

Phase II Activities

It soon became obvious to staff members that certain modifications must be made in order to manage the processes and determine the effectiveness of the original objectives of Project BEAM. A second period of time for broadcasting the commercials was developed. The geographical boundries to be studied in this phase were limited from a state-wide basis to an area continguous with the boundries of Merged Area XI.

The television commercials were reduced from nineteen to seven; radio commercials from nine to eight. Broadcast coverage was limited

to 4 TV stations and those radio stations serving the Des Moines area. In addition, 4 weeks of broadcast time was paid for by the project in addition to being dependent on public service scheduling.

The "tag" on both radio and TV spots was revised to include the following information:

1) Localization: "In Des Moines"
2) Cost of Classes: "Free"
3) Sponsoring agency: "Iowa area colleges and high schools"
4) Specification of classes: "Reading and High School Equivalency"
5) Phone number: "Des Moines ABE number"

Scripts for each of the revised radio commercials are included in Appendix F. The television commercials were reprinted in a film laboratory and not rewritten in their entirety.

A careful study was made of television broadcasting schedules so that an optimum balance was reached between maximum exposure at minimum cost.

In Phase II, only the adult centers operated by the Des Moines Area Community College and the Des Moines Public Schools were included in the study. Co-operation and orientation were considerably improved. Both the intake and exit interviews were streamlined. The teachers conducted both intake and exit interviews and additional part-time evaluators were employed to conduct exit interviews by phone. These procedures resulted in the acquisition of 498 intake interviews and 215 exit interviews.

CHAPTER THREE

REPORT OF DATA

CHAPTER 3

Report of Findings

This chapter presents an analysis of the data and major findings of the evaluation phase. The primary purpose of the chapter is to provide data relative to the objectives of the project outlined in Chapter 1.

The primary source of data was obtained through the use of the intake and exit interview forms. Several problems in collecting these data were encountered. Not all the adult education centers followed through on the implementation of the interview forms. In Phase I, 640 intake interviews were conducted. This number excluded a substantial proportion of the adult students actually enrolling in education programs. Several modifications in the project during Phase II provided better controls of the intake data. However, the intake questionnaire was enlarged to incorporate additional data on previous enrollments and measurement of the influence of media which was not included in Phase I.

Exit interview data is minimal. Such minimal exit interview information was compiled for Phase I that no evaluation is possible. An attempt was made in Phase II to conduct exit interviews and resulted in reports from 215 students.

Because of these problems in data control and collection, scientifically accurate analysis and evaluation was seriously impeded. Comparability of data is suspect and inferential analysis must be based on correlative rather than causitive factors. The following data reflects questionaires returned, not actual enrollments.

INTAKE DATA

Item 1 = Number of Men and Women Responding

	Men	Women	Total
Phase I	240	400	640
Phase II	215	283	498
Total	455	683	1138

Item 2 = Marital Status -- Women (by percent)

	Married	Divorced	Single	Separated
Phase I	59.7%	13.3%	16.8%	10.2%
Phase II	58.7%	14.1%	22.6%	4.6%

Item 3 = Marital Status -- Men (by percent)

	Married	Divorced	Single	Separated
Phase I	56.7%	5.4%	36.3%	1.6%
Phase II	45.1%	7.0%	47.0%	.9%

Item 4 = Living Accommodations -- Women (by percent)

	Alone	With Spouse	With Friends	With Parents
Phase I	29.5%	58.3%	3.2%	9.0%
Phase II	21.7%	58.9%	6.3%	13.1%

Item 5 = Living Accommodations -- Men (by percent)

	Alone	With Spouse	With Friends	With Parents
Phase I	13.3%	55.8%	10.0%	20.9%
Phase II	10.9%	47.3%	14.1%	27.7%

Item 6 -- Completed less than 5 years of Education

	Men	Women
Phase I	5.0%	1.3%
Phase II	6.8%	2.1%

Item 7 -- Completed 6 to 11 years of Education

	Men	Women
Phase I	95.0%	98.7%
Phase II	93.2%	97.9%

Item 8 -- Enrollment by Age Range - Women

	18-21	22-35	36-49	50+
Phase I	10.8%	28.0%	43.5%	17.7%
Phase II	31.4%	38.2%	19.4%	11.0%

Item 9 -- Enrollment by Age Range - Men

	18-21	22-35	36-49	50+
Phase I	31.3%	40.4%	23.8%	4.5%
Phase II	40.0%	38.6%	16.7%	4.7%

Item 10 -- Enrollment by Race

	White	Non-white
Phase I	96.1%	4.9%
Phase II	87.4%	12.6%

Item 11 -- Reasons for Enrolling -- Total Population

	Phase I	Phase II
1st Rank	Prepare for GED	Prepare for GED
2nd Rank	Job Promotion	Self-Improvement
3rd Rank	Self-Improvement	Job Promotion

Item 12 -- Reason for Enrolling -- Men vs. Women

	Phase I		Phase II	
	Men	Women	Men	Women
Job Promotion	14.4%	4.6%	20.5%	11.0%
Better Education	20.8	22.1	20.5	19.8
Self-Improvement	15.7	18.5	7.4	19.8
Reading/Writing	7.2	2.8	8.4	1.8
Required	2.2	1.3	3.3	2.5
Drivers License	.4	.3	.0	.4
Get Job	8.0	3.3	5.1	4.6
Improve Mat'l	.4	1.0	2.3	.0
Improve English	2.5	2.3	.0	1.4
Review	.4	1.0	.9	.4
Prepare for GED	27.2	37.7	16.7	24.7
Help Children	.0	2.3	.5	1.4
Stand. of living	.8	2.8	1.9	2.1

Item 13 -- Methods of Influence -- Total Population

	Phase I	Phase II
1st Rank	Friend	Friend
2nd Rank	Employer	Relative
3rd Rank	Agency Referral	Television

Item 14 -- Methods of Influence -- Men vs. Women

	Phase I		Phase II	
	Men	Women	Men	Women
TV Commericals	5.8%	5.2%	12.6%	6.4%
Radio Commercials	.0	1.4	2.3	.4
Agency Referral	21.7	13.5	2.8	2.5
Friend	19.3	23.9	15.8	19.1
Student	8.7	15.2	.9	.4
Newspaper	7.7	1.4	3.3	6.7
Employer	16.4	19.3	5.6	5.7
Relative	6.8	1.7	11.6	16.3
Instructor	2.4	2.9	1.9	1.4
Recruiter	8.2	13.5	7.9	1.4
Outreach Worker	3.4	2.0	1.9	6.0

Item 15 -- Influence of TV on Enrollment

	None	Slight	Much
Phase I			
Men	75.0%	17.1%	7.9%
Women	78.2%	15.2%	6.6%
	77.0%	15.9%	7.1%
Phase II			
Men	67.9%	18.1%	14.0%
Women	65.3%	23.0%	11.7%
	66.7%	20.9%	12.4%

Item 16 -- Influence of Radio on Enrollment

	None	Slight	Much
Phase I			
Men	81.6%	15.8%	2.9%
Women	85.3%	10.9%	3.8%
	83.7%	12.8%	3.5%
Phase II			
Men	81.9%	14.4%	3.7%
Women	82.0%	13.8%	4.2%
	81.9%	14.1%	4.0%

Item 17 -- Students Previously Enrolled in Adult Education

Phase II only -- 22.3% of the students had been enrolled in an adult education program at a prior occasion. Insufficient data to identify reason for non-completion of the program.

Item 18 -- Reasons for no Prior Enrollment

Women - Child care problem
Keeping house

Men - Lack of time
Conflict with work

Item 19 -- Actual Viewing of TV Commercials (Phase II)

Commercial	Number who saw a commercial
A. Mother and children, all going to school	83
B. Black man with buddy, can't read or fill out application.	99
C. Woman shopping in grocery store.	54
D. Father and son tree climbing.	28
E. Blind man compared to non-reader.	52
F. Teacher and students laughing, man learning at machine.	19
G. Man in old hat, complaining about bad breaks.	23
H. Successful rich man who dropped out of school.	11
I. Young man sitting alone, hoping something will turn up.	55
J. Man in suit, explains how he overcame reading problem.	9
K. Teacher with humorous punctuations at blackboard.	6
L. Apple	0
M. Phone number with song about reading.	13

Item 20 -- TV Influence on Enrollment (Phase II)

Commercial	Number Influenced
A. Mother and children, all going to school.	36
B. Black man with buddy, can't read or fill out application.	29
C. Woman shopping in grocery store.	16
D. Father and son tree climbing.	9
E. Blind man compared to non-reader.	13
F. Teacher and students laughing, man learning at machine.	7
G. Man in old hat, complaining about bad breaks.	12
H. Successful rich man who dropped out of school.	5
I. Young man sitting alone, hoping something will turn up.	17
J. Man in suit, explains how he overcame reading problem.	5
K. Teacher with humorous punctuation at blackboard.	5
L. Apple	0
M. Phone number with song about reading.	7

Item 21 -- Actual Hearing of Radio Commercials (Phase II)

Commercial	Number Who Heard
A. Man at carnival, tries to spell something.	8
B. Announcer trying to read commercial correctly.	14
C. Joe and Mom going back to school.	6
D. Man and wife from rural area going back to school.	3
E. Stop a minute, count your skills.	13
F. Classroom -- lesson on interest and loans.	7
G. Echoing voice -- fooling people about reading.	2
H. Instructor teaching the work (revaluated."	3

Item 22 -- Radio Influence on Enrollment (Phase II)

Commercial	Number Influenced
A. Man at carnival, tries to sell something.	5
B. Announcer trying to read commercial correctly.	7
C. Joe and Mom going back to school.	3
D. Man and wife from rural area going back to school.	6
E. Stop a minute, count your skills.	9
F. Classroom -- lesson on interest and loans.	3
G. Echoing voice -- fooling people about reading.	1
H. Instructor teaching the word (revaluated."	2

Item 23 -- Employment Status (Phase II)

Status	Men	Women
Not employed--seeking work	18.1%	22.5%
Not employed--not seeking work	9.6%	41.5%
Employed Full-Time	64.4%	26.3%
Employed Part-Time	7.9%	9.7%
Not Reporting	17.7%	16.6%

Item 24 -- Number of Dependents (Phase II)

Number	Men	Women	Total
0	46.2%	43.1%	44.4%
1	11.1%	13.8%	12.6%
2	12.9%	13.4%	13.2%
3	12.9%	15.1%	14.1%
4	9.9%	5.6%	7.4%
5	2.3%	6.5%	4.7%
6	2.3%	2.6%	2.5%
+6	2.3%	.0%	1.0%

Item 25 -- Number Receiving Public Assistance (Phase II)

	Men	Women	Total
Yes	14%	18.8%	16.7%
No	86%	81.2%	83.3%

Item 26 -- Annual Income (Phase II)

Income	Men	Women	Total
$ 0 - 2999	15.9%	46.8%	32.2%
$3000 - 5999	34.5%	34.9%	34.7%
$6000 - 8999	35.4%	8.7%	21.3%
+9000	14.2%	9.5%	11.8%

EXIT DATA

Item 27 -- Reason for Terminating Program (Phase II)

Completion of GED was most prevalent reason for termination as indicated by 31.6 percent of respondents although less than a third of the termination met this objective.

Item 28 -- Response to Grocery Addition Commercial (Phase II)

Response	Percent
Saw Commercial	28%
Learned from Commercial	.0%

Item 29 -- Response to "Cranium" Commercial (Phase II)

Response	Percent
Saw Commercial	11.6%
Learned from Commercial	.0%

Item 30 -- Response to Loan/Interest Commercial (Phase II)

Response	Percent
Heard Commercial	4.7%
Learned from Commercial	.0%

Item 31 -- Response to "Revaluated" Commercial (Phase II)

Response	Percent
Heard Commercial	4.7%
Learned from Commercial	.0%

Item 32 -- Things most liked about Class (Phase II)

Rank 1.	Helpful Teachers
Rank 2.	No Pressure

Item 33 -- Things Least Like about Class (Phase II)

No Significant Complaints

Item 34 -- Degree of Learning in Class (Phase II)

Degree	Percent
Very Little	4.8%
Little	10.2%
Some	33.9%
Great Deal	51.1%

Item 35 -- Level of Learning (Phase II)

Level	Percent
Easier than Expected	56.3%
Harder than Expected	19.3%
As Expected	24.5%

Item 36 -- Rating of Teaching Methods (Phase II)

Method	Percent
1. Explained things clearly	69.8%
2. Made me feel at home	52.1%
3. Gave me individual help	59.5%
4. Gave me time to work on my own	37.7%
5. Encouraged the exchange of ideas with other students	11.6%
6. Let me check my own work	12.1%
7. Discussed my progress with me	29.8%

CHAPTER FOUR

MAJOR FINDINGS AND CONCLUSIONS

CHAPTER IV

Major Findings and Conclusions

The primary purpose of this project was to examine the effectiveness of utilizing television and radio commercials for the recruitment of non-readers into adult basic education programs. A number of secondary objectives were outlined in detail in Chapter 1 of this report. This chapter will deal with the degree or extent to which the project accomplished its original objectives.

Data were gathered from periodic review reports, extensive interviews with staff, and through examination of the intake and exit information reported in Chapter III. Accordingly, the following conclusions can be made.

CONCLUSION ONE -- THE DESIGN AND PROCEDURES UTILIZED IN PROJECT BEAM DID NOT ALLOW FOR AN ADEQUATE MEASUREMENT AND EVALUATION OF THE PROJECT OBJECTIVES.

As is too prevalent in many educationally based studies, the aspirations and intentions of the program far exceed the time and resource limits available to program staff. As a result, there is a discordant relationship between ideal and reality. Project BEAM, to a large degree, appears to have suffered this fate. The combined elements of the original proposal and its addendum represent goals and processes that outstripped both the financial and personnel

resources of the project. Implicit in those goals to be evaluated was the necessity of sophisticated evaluation techniques of the kind that relate to commercial advertising. Earlier chapters of this report reviewed the difficulty the project staff encountered in gathering evaluative data, and in developing a state-wide recruitment system. Few of the necessary controls could be established because of the lack of administrative or supervisory relationships between the project staff and the education centers throughout the state. It seems unlikely that a project with statewide responsibilities that demand imminent communication could adequately generate an effective administrative structure while "housed" in a local school district. Although the project staff made efforts on the statewide level - working through the state director and advisory committee - sufficient and promised support failed to materialize. Only in Phase II were attempts made to tighten the research design so as to provide any meaningful analysis. Broadly stated, it is the recommendation of the evaluation team that any future effort be limited to a scope realistic to the granter institution.

Many of the objectives outlined in Chapter I deal with various comparisons between students recruited by Project BEAM and students recruited through other sources. All these comparisons were based on the initial assumption that the project would indeed produce significant numbers of new enrollees. Unfortunately this major premise cannot be substantiated by the data collected, and thus negated all subsequent evaluation of the project objective.

Several examples are in order. The following represent the major objectives listed in Chapter I and how they were met.

1. Demographic Data on current ABE enrollments to determine motivation factors for enrolling and other data for comparison to the BEAM recruits. (No Comparison possible: insufficient data.)

2. Monthly inventory of enrollment with listing of motivating factor. (Data never collected due to absence of statewide administrative center.)

3. Relative effectiveness of announcement in recruiting readers vs. non-readers. (No Comparison Possible: insufficient data.)

4. Retention of BEAM recruits vs. other ABE students. (No Comparison Possible: required extensive follow-up personnel.)

5. Relative effectiveness of the differing kinds and frequencies of announcement--(These data not available)

6. ABE completions as a result of Project BEAM. (No Comparison Possible: required extensive follow-up personnel.)

CONCLUSION TWO -- THE PROJECT MET ALL EXPECTATIONS IN THE DESIGN AND PRODUCTION OF TELEVISION AND RADIO COMMERCIALS.

A successful accomplishment of the project was the development of nineteen television and nine radio commercials. The commercials appear to be of high production quality and could be available for national dissemination. However, only the commercials with revised tags could be replicated at little cost. The major criticism is that not all these commercials were necessary to carry out the project. In retrospect, it would

have been more advantageous to spend less funds for fewer commercials with greater resources available for paid air time and evaluating their impact and effectiveness.

CONCLUSION THREE -- THE UTILIZATION OF RADIO AND TELEVISION COMMERCIALS FOR THE PURPOSE OF STUDENT RECRUITMENT IS GENERALLY INEFFECTIVE.

Data collected from the intake interview in both Phase I and II indicated that the commercials exerted a negligible influence on student recruitment. Advice or pressure from family and friend appears to be the primary reason for enrollment in ABE programs. There is no method, however, of determining the supportive effect these commercials might have had in enhancing that pressure.

CONCLUSION FOUR -- RADIO AND TELEVISION ANNOUNCEMENT ARE INEFFECTIVE AS TEACHING DEVICES.

Of all students interviewed, not one indicated that they had obtained any new information from viewing the commercials.

RECOMMENDATION

It is the recommendation of the evaluating agency that continued efforts should be made to determine the status of the original project objectives. It is possible that the project was indeed successful, but because of design limitations there was no way to measure this accomplishment.

The most expansive element, that of commercial production, was successful. The commercials as revised for Phase II would be re-usable at little additional cost. If the original purpose of the project was valid, it is the recommendation of the evaluators that the project be repeated, utilizing the existing commercials, with financial resources now being committed to proper design and implementation.

Addendum

to the

Final Evaluation Report

for

Project BEAM

Prepared by:

Gareld L. Jackson, Director, Community & Adult Education, Des Moines Schools

Martin Miller, Coordinator

Summary of enrollment data
ABE & HSE Classes

Though the data collected in the course of the project will not scientifically support the viability of the BEAM commercials as a recruitment tool, certain trends in both state and local enrollments point to a possible influence of commercial advertising upon those enrollments. Table I summarizes statewide ABE and HSE enrollments from 1968 - 1973.

Table I

Amount and Percent, Increase and Decrease
in Yearly Enrollments in ABE and HSE Classes
Operated in the State of Iowa

	ABE			HSE		
Year	Enrollment	Increase or Decrease From Previous Year	Percent	Enrollment	Increase or Decrease From Previous Year	Percent
1968-69	7648	N.A.	N.A.	18,908	N.A.	N.A.
1969-70	5341	-2307	-30%	9,615	-9293	-49%
1970-71	6649	+2308	+43%	10,086	+471	+48%
1971-72	13,119	+6470	+97%	8,735	-1351	-13%
1972-73	14,898	+1779	+13%	13,276	+4541	+51%

As can be seen from the table, HSE enrollments have fluctuated somewhat from year to year while ABE enrollment generally have been on the rise. It will be noted that the sharpest increase in ABE enrollments occurred in 1971 - 72, an increase of 6470 or 97% over the enrollment for the previous year. This rise in ABE enrollment was coupled with a statewide drop in HSE enrollment, these being down 1351 or 13% below the previous year's HSE enrollment. Though the increase in ABE enrollments for 1971-72 may be due to factors other than BEAM commercials, the fact that the project aired spots in the third quarter of that year, and the size of the increase (97%) leads to the speculation that the BEAM spots did in fact play a part in motivating adults to attend classes. The fact that adults enrolled indicated only a slight influence of T-V and radio in their motivation is somewhat suspect, due to the subliminal effects of much mass media advertising. (It will be noted that subliminal commercials were outlawed in movie houses only after the public had been made aware of their use. It may be quite possible that adults did respond to a subliminal effect of the BEAM campaign.)

These indications are supported by the data presented in Table II.

Table II
Amount and Percent, Increase and Decrease
in Quarterly Enrollments in ABE and HSE Classes
Operated in the Area XI Joint County Area

Year		1st Quarter Enrollment	1st Quarter Increase or Decrease from Previous Quarter	1st Quarter Percent	2nd Quarter Enrollment	2nd Quarter Increase or Decrease from Previous Quarter	2nd Quarter Percent
1968-69	ABE	571	N.A.	N.A.	223	-348	-60%
	HSE	157	N.A.	N.A.	399	+242	+154%
169-70	ABE	188	-96	-30%	304	+116	+61%
	HSE	843	+136	+19%	357	-486	-57%
1970-71	ABE	642	+82	+15%	167	-475	-73%
	HSE	574	+8	+1%	333	-241	-71%
1971-72	ABE	301	+208	+58%	121	-180	-59%
	HSE	513	+157	+44%	441	-72	-14%
1972-73	ABE	478	+128	+36%	489	+11	+2%
	HSE	370	+68	+23%	299	-71	-19%
		3rd Quarter			4th Quarter		
1968-69	ABE	352	+129	+57%	283	-69	-19%
	HSE	810	+411	+103%	707	-103	-12%
1969-70	ABE	378	+74	+24%	560	+282	+74%
	HSE	590	+233	+65%	566	-24	-4%
1970-71	ABE	156	-11	-6%	93	-63	-40%
	HSE	551	+218	+65%	356	-195	-35%
1971-72	ABE	430	+309	+255%	350	-80	-18%
	HSE	552	+111	+25%	302	-250	-45%
1972-73	ABE	520	+31	+6%	361	-159	-30%
	HSE	339	+40	+13%	273	-66	-19%

It will be noted that in the joint county area, served by Area XI, the sharpest increase in ABE enrollments took place in the third quarter of 1971 - 72, a period during which BEAM commercials were aired. The large increase, 255%, is due in part to a low (180) ABE enrollment reported for the second quarter of 1971 - 72, but at the same time, the fact that enrollments more than doubled during this period indicates again the possible influence of BEAM commercials.

APPENDIX A

Project Advisory Committee

Appendix A

Project BEAM Advisory Committee

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Director Adult Education	Project Coordinator	Assistant Project Coordinator

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APPENDIX B

SCRIPTS: TV SPOTS - PHASE I

SUBJECT: Limbo spot of unemployed school drop-out.

OBJECTIVE: To show the futility of life without a high school education

(A re-write from ideas submitted by Art Ambrose)

Pace this spot so that the young guy talks for only half of it. Give it about :03 at the start before he starts his dialogue. When the narrator takes over the last half, the kid will be squirming with failure...his actions will impart to the viewer that real hope lies in what the narrator is offering: a chance to go back to school. But the kid will ignore voice of narrator.

Against a black b.g. (limbo) a young man sits on a low step, low block, or low stool near the floor. The camera will see him in full view from feet up, but it will be a close, tight shot taking in his body. The camera is at a slightly higher angle, to make the figure appear lonely, pitiable. CAMERA KEEPS THIS SAME POSITION ALL THE WHILE THE YOUNG MAN IS TALKING.

He delivers dialogue in a smart-alec, contemptuous style, as if he's going to set the record straight on how things are, even though it's none of the viewer's business. The kid is cleaning his fingernails with a penknife.

YOUNG MAN
(continuing to clean nails)
Yeah...I dropped out of school...

Now he glances up to talk to someone slightly off side camera..

Big deal!

He cleans the nail dirt off the blade by brushing it against his pants. Then he checks the blade to see that it's clean.

My old man did the same thing...

Talking as he puts the knife blade into its holder, he keeps his eyes on what he's doing.

...and he's doin' as good as the next guy.

Stretches his legs out now so he can comfortably put the knife into his side pants pocket. He looks off ahead of him now for this line.

I don't have a job now...

Now he pulls his legs back under his knees and he's completely out of "business" with his hands. So... he folds them across his chest.

CAMERA BEGINS A SLOW PULL BACK AS NARRATOR TALKS...TO MAKE YOUNG MAN APPEAR MORE AND MORE INSIGNIFICANT. As the camera recedes and the narrator talks, the kid shifts his eyes away from the "person" he's been spieling off to. He will now begin to show an awkwardness, an uncomfortable pressure. He'll turn his head quickly once or twice as though he is actually looking for something to "turn up" while he's sitting there. He will move his feet slightly and sigh at the end...<u>but he will not unfold his arms</u> (this is the ultimate in lack of action, of acting smug, yet knowing darn well that he's headed nowhere until he returns to school). Super the phone number over the floor.

(looking now toward "person" near camera)
But something'll turn up.

NARRATOR

But just in a case a job doesn't turn up.... call this toll-free number for information about adult learning:

800--- ----.

60 Second TV spot - Limbo

Same as 30 on opener.

The principal differences between this 60 and the 30 are some increased dialogue for the young man. He will pause a bit longer between "bits" and squirm longer on the end. Action accompanying dialogue is slightly different also. There is also another line inserted for the narrator.

Camera stays in same position while the young man is talking. This will add to the static quality of his predicament.

Give :03 to :05 seconds on opener while he cleans his nails...as if he's been at it for some time.

CAMERA TIGHT ON YOUNG MAN BUT IN BODY SHOT SHOWING ATTITUDE OF HEAD AND FEET. Camera is slightly higher than young man.

YOUNG MAN (cleaning his nails as he talks)

Glance up, as if talking to someone slightly off to one side of camera.

Yeah....I dropped out of school.....

Goes back to nail cleaning.....

Big deal!

While cleaning nail dirt off the blade of knife, brushing it against his pants.

My old man did the same thing

Stretches his legs out so he can put the knife inside his side pants pocket....

....and he's doin' as good as the next guy.

Looks at and admires his nails

Education doesn't mean much....I know a lot of guys who finished high school

He pulls his legs back under his knees and he's out of "business" with his hands. He folds them across his chest.
Camera starts slow pull back.
He waits, shifts his eyes from the person off camera and looks off to the other side. Then he turns his head as if he's actually looking for something to turn up.

....and I don't see them with jobs that're all <u>that</u> great....

I don't have a job now, but something'll turn up.

TV spot - 60 seconds
Limbo young man

Pushing his feet around, still keeping arms crossed.

I'll get a job pretty soon....

(shrugging, uncertain)

Like I say....something's bound to turn up.....

CAMERA CONTINUES SLOW PUTT BACK, WILL EVENTUALLY find the young man as only a small figure in a large darkened space.

NARRATOR

....why not give education another try?
Call this toll-free number for information about adult learning:
800 --- ----

Super phone number over floor.

"A DECENT BREAK"
:60 only

1. MLS-EXT-DAY

Establish the activity around 13th and University, CAMERA PANS AND ZOOMS IN on a 20-25 year old male lounging on the steps of an old building. He is smoking a cigarette, and dressed in worn clothes.

MAN

It's tough gettin a decent break in this world....

2. MONTAGE

Series of signs, employment offices, help wanted, man shaking head no etc. Do this in "dutch tilts", ZOOMS in and out, PANS right and left, TILTS, up and down. TO BE SUPERED.

MAN (OV)

People don't want to go out of their way for the other guy.

DISSOLVE:

3. MCU-STEPS

The man slowly gets up, stares into the street

MAN

They say I can't make it just cause I can't read.

MAN TURNS TO CAMERA, inhales deeply, flicks the cigarette into the street, stares at help wanted sign, CAMERA INDICATES SIGN

MAN (continued) 48

I'm getting by....what do they know!!

MORE

A DECENT BREAK
#157331 ADB

4. MX-EST-DAY

SIGN AND MAN in view, as the man walks away. MOVING SHOT (CAMERA IN VAN) follows the man, he begins to kick a can. He is partly in profile, walking towards the camera. He stares at the ground....

...ZOOM IN ON CAN after being kicked into street FREEZE. Can should be in upper portion of screen to allow for super.

NARRATOR OV

There are thousands who feel like Joe, ..that people and the system have let them down. Many are doing something about it... like going back to school. It's not easy..

...but it's a lot better than what he's going thru now.

For information on
Adult Learning, call
- - - -

* * * *

Vivian Swain
1316 Loomis
Des Moines, Iowa 50315

SUBJECT: "I've got to learn to read!"

60 SECOND TV SPOT

CLOSE-UP of a menu held in two black hands.

CAMERA PULLS QUICKLY BACK as we see Al, a nice looking black man in his twenties seated at a restaurant table with another man, Ron. Al gives the menu a cursory glance, then looks expectantly at Ron. Ron studies menu carefully.

REVERSE ANGLE as a waitress comes into view, her order pad and mid-section are seen. It is not necessary to show her face.

WAITRESS (in bored tone): Can I take your order now?

MCU face of Al as he looks toward Ron.

TWO SHOT: Ron glances up at waitress, Al gives the menu another quick skip with his eyes and then looks toward Ron. Ron speaks thoughtfully.

RON: Yes I'll have the pork tenderloin.

OS toward Al

AL: Make it two.

CUT TO: Al in phone booth. He's looking at a telephone directory.

CAMERA MOVES IN CLOSER as we see Al's finger mechanically moving down the page of the directory.

CU Al's face as he turns his eyes from the book, toward the booth wall. His mouth is set for decision. He calls out the door.

AL: Hey, Man...c'mere. That number ain't in here...

LS from booth, part of door on frame. We see Ron put down his fork, shake his head, then get up reluctantly and move toward the booth. He speaks as he comes nearer.

RON: Sure it is...

CUT TO: Int. car. Camera in rear seat. Al and Ron in front. Al turns his head sharply, listening. He leans forward and fine tunes radio.

CFX: car radio with news.

CAMERA FOCUSES NOW ON ROAD SIGNS (they can say anything like "soft shoulder" Slow.."children" Then camera focuses on overhead expressway signs.

CAMERA TILTS DOWN so we can see the men's heads again. Ron looks over at Al.

RON: When you gonna take your driver's test?

CUT TO: Doorway of factory employment office. Door swings open, followed by Al.

TWO-SHOT Al stands before a counter facing pleasant woman who hands him an application to fill out. Al stares at it a beat, then hands it back to woman.

NEW ANGLE: Al turns to walk toward camera, woman is in b.g. looking at him walk away from her counter. She holds the application, looks as if she's about to speak; she's puzzled. As Al moves toward camera we can see he's tense, disappointed, distraught, up against it.

CUT TO: Full shot Al leaning against a store front. His mood is dejection. In bg are two signs: one on wall above his head reads "no loitering" and another (inside store window) reads "Man Wanted."

CU Al's face as he speaks angrily to himself.

Al: I've got to learn to read.

CAMERA PULLS BACK and we see Al walk away from the store front.

CAMERA FOCUSES on sign in window reading "Man Wanted"...a man in uniform (jacket) comes to view behind the sign. He looks expectantly at Al, as if he might have thought Al would come inside and inquire about the job. Then the jacketed man picks the sign up, glances at it, sets it down again.

NARRATOR

LONG FULL SHOT of store front, Al walking away, head down, hand in pockets.

Life is tangled for people who haven't learned to read. For information on adult reading classes, call this toll-free number.

SUBJECT: Reading - Shows the complexities of life of a non-reader by comparing him to a blind man.

Vivian Swain
1316 Loomis
Des Moines, Iowa 50315

OBJECTIVE: To show the difficulties of the non-reader, as well as praising him for his skills at compensatory techniques.

TV SPOT: 60 seconds

VIDEO	AUDIO
CU fingers of blind man from angle facing him as he touches the braille Reader's Digest.	
PULL BACK FOR MS and we see the blind man holding book in position so that the front cover of Reader's Digest can be seen. Guy is relaxed, enjoying his story.	
	NARR.
CUT TO: TWO SHOT to include another man in adjacent arm chair. There is a table beside him with a few magazines on top. Both men are about the same age, wear suits, shirts, ties. They are in a waiting room, a place they have met by coincidence. They are acquainted but not close friends. The sighted guy rests his chin on his hand, studies the blind man thoughtfully...knows the other guy is reading and enjoying a good story. He may be a bit envious.	These men have similar life-styles..though one is blind... and the other is sighted.
NOW BEGINS A FLASH-BACK, A KIND OF MONTAGE showing similarities in living. We will have various kinds of sound under the narrator's voice (radio, loundspeaker, telephone operator, voice of instructor-supervisor).	
	NARR.
MCU sighted man holding transistor radio close to his face for fine-tuning	They listen well... (radio news under)
Shot of airport terminal, loudspeaker, Reaction shot of blind man (head only: shot in limbo)	...Pay close attention (speaker gives flight instructions "passengers for United flight 748 may proceed to gate 4". Fade out when needed)
Sighted man holds phone receiver to ear, listening. He forms numbers on his lips silently in effort to recall them later.	...develop their memories to remember information (filtered phone voice "give two aspirin now, then once every.."

THREE SHOT: Two subjects stand across a work bench from each other. A supervisor stands at the end of the table giving instructions on assembly of a fuel pump. The men now wear work clothes, the instructor a white coat. The blind man feels the parts; sighted man looks at them intently, listens closely. May glance up once at instructor.

At work, one observes with eyes..the other with hands. Both "look with their ears." They are exceptional men.

MOVE IN FOR CU as blind man's hands make a note in braille with stylus.

But the blind man can write....

CUT BACK TO INT. WAITING ROOM AGAIN

CU OF BLIND MAN'S HANDS READING THE BRAILLE BOOK AGAIN, PERHAPS FROM OS.

...and read. His sighted friend cannot read, cannot write.

MCU sighted man studying the blind fellow follow the braille.

Living is more complex than it needs to be...

TWO SHOT FAVOR BLIND MAN as he puts down the book, starts to tell the friend what's just read and enjoyed.

Whether you use the written word...or braille ...learn to read and write. Go to school.

TWO SHOT FAVOR sighted guy who now interupts blind man with a story of his own. For emphasis in talking, the guy pats a short stack of magazines on the table beside him.

For information on adult learning...call this toll-free number:

ZOOM IN ON HAND AN MAGAZINES. Super phone number of this.

800 ----------

Vivian Swain
1316 Loomis
Des Moines, Iowa 50315
243-4008

SUBJECT: Teaching Spot for
Arithmetic Grouping

OBJECTIVE: To teach arithmetic grouping in tens by relating it to everyday use. A secondary objective is to teach use of a pocket adder, help viewers shop more carefully.

TV SPOT: 60 SECONDS

VIDEO	AUDIO
CU amount being on cash register, which totals $13.40	SFX clang of register
Camera pulls back to include a hand holding a ten dollar bill. OS shot of hand with bill extended toward an unseen clerk. Cash register now in b.g.	WOMAN OV (presumably clerk): Thirteen dollars and forty cents.
CU TO: Front MS of woman customer at check-out counter. She has her purse open on counter in front of her, is searching in another compartment for more money. She shakes head negatively, obviously out of cash. She immediately picks out a pack of bacon to turn back in. Can continue to select other items for return to fit audio time.	MAN'S OV: Ever caught short at the check-out? Ever wonder if you really owe what the register totals?
CUT TO: MS produce counter, move in on onion bin, then close-up onion sign reading 2 lb./29¢.	Add your purchases as you shop; figure odd-numbered prices like 29¢ to the nearest tens group. Twenty-nine becomes thirty. Two pounds are thirty cents, or three tens.
SWEEP CAMERA to spring scale nearby. Onions weighing 2 pounds are on scale.	
CUT TO: CU pocket adder with hand recording the amount of purchase. Plunger is depressed three times denoting 3 tens, or 3 dimes. (Viewer won't be able to see "windows" of adder but can see the words "dollar" "dimes" and "cents" and the plunger above each window. Hearing the three clicks of adder will denote 3 dimes.	A pocket adder helps you tally...three dimes. (SFX click 3 times)
CUT TO: LS of grocery store aisle. We see the woman shopper stopped at a display of cookies...crackers.	Arithmetic is easier by grouping numbers in tens. She'll figure 51 cent cookies as 50 cents.
CUT TO: MCU two boxes of ginger snaps, one priced at 51, the other at 55. She can tilt the boxes down for camera to note price.	Adding as you go is careful shopping. You're sure of prices at check-out, know in close amount how much is owed.

page 2 Teaching Spot-Arithmetic

PULL BACK FOR MS of woman as she puts the 51¢ box in her cart then clicks off 5 dimes on adder.

(SFX in BG: 5 clicks of adder)
OV: Arithmetic grouping is taught in high school completion classes.

CUT TO: XLS woman with bag of groceries as she walks out of store and into parking lot.

For information about your adult education center, call this toll-free number:

Super phone number over same scene, woman departed.

800 - - - - - - - - - -

Vivian Swain
1316 Loomis
Des Moines, Iowa 50315

SUBJECT: "She's Doing It For Us."

60 SECOND TV SPOT

VIDEO	AUDIO
CU Alarm clock	Alarm ringing
CUT TO: MCU woman's face and arm as she leans over to shut off the clock. She is sleepy, tired. The woman is slender, dark-haired, pretty and rather worn for her 30 years.	
CAMERA PULLS BACK as the woman rises, dons an old bathrobe. We can see the bedroom fully now. It is small, bare, but clean. A small religious picture is on one wall. Her dressing table or bureau has photos of children on it. The bed itself is also old, topped by a handmade quilt. She walks to the adjacent bedroom.	
CAMERA AT DOORWAY OF NEXT BEDROOM. We see a double bed taking up the entire room; it's occupied by two children.. a boy and girl. They are sound asleep.	
CAMERA MOVES CLOSER as we see the hand of the mother touch the boy on the shoulder. She lightly touches the hair of the girl. The children open their eyes and smile sleepily at their mother.	
CUT TO: BATHROOM. Full shot, but it is small and oldfashioned. The mother is standing by the sink combing girl's hair. The child turns to leave and the mother gives her a loving pat on the shoulder. Woman glances quickly in mirror to touch up her own hair. She wears it straight, in a simple style.	
CUT TO: KITCHEN. Full shot. It's a farm kitchen, small and poorly furnished. An old stove and refrigerator are in sight. Table has no cloth where the mother and two children sit.	

THREE SHOT: CAMERA PULLS IN ON MOTHER AND CHILDREN. They are eating oatmeal, children drinking milk, mother has coffee. It is a meager breakfast.

Slight noises of tableware and dishes

TIGHT SHOTS OF MOTHER AND CHILDREN in sequence as they eat silently. They smile a bit at each other, have a wonderful kind of warmth...seem to share a kind of secret.

CUT TO: Path outside the house. From doorway of the little house we see the mother and children walking toward road. Children carry books, mother an old handbag. Their clothes are clean but worn.

country noises....
birds

THREE SHOT: Children stand looking at mother, she peers down road...when she sees the bus approaching she quickly kisses children on the foreheads.

bus motor approaching

CAMERA PULLS BACK SLIGHTLY as bus rolls on frame. The mother hurriedly takes a few books from each child and boards the bus herself. Bus rolls off.

bus braking, hydraulic sound of door opening and closing.

LONG SHOT of kids waving goodbye to mother, as in bg we see a school bus approaching to take the kids off.

CLOSE SHOT OF KIDS FACES. Little girl looks at the boy. She speaks proudly. Then they turn toward camera.
PULL IN FOR
FREEZE FRAME face of little girl as she walks toward camera.

NARRATOR:
She's going back to school. A high school diploma....
can mean a better job for her...better life for <u>them</u>.

For information on adult learning,

call this toll-free number:

800 ----------

"THREE GENERATIONS"

set

	VIDEO	AUDIO
1.	CU-INT-STILL PHOTO A sepia-tone photo taken in 1918 of a family, father, mother, kids.	MUSIC: Establish and under NARRATOR
	ZOOM INTO FACE of the father..	Granddad, he made it to the 6th grade.
2.	CU-EXT-FARM SCENE Man is pushing a plow behind a team of horses. (Living History farm scene) A boy tags along would be nice.	But,..he brought food to the table,... and raised a family
3.	CU-INT-PHOTO ALBUM An old 1926 type of year book, in it can be found the graduating class photographs. Their is one square missing.	Thats Dad...he didn't like school,....
	Tear off the page...	...and he quit before graduating
4.	MLS-ELEVATED CRANE SHOT-MID FORTIES A young man is dressed in flat cap, and overalls, period dress. His shoes are spiked, he wears a belt with tools, and walks towards the tree. The vehicle is a 1939 or 1940 Ford or similar.	But he did okay..built a tree trimming service
5.	MCU-MAN CLIMBS TREE The young man skitters up the tree with gusto.	It was good work when he was young.
6.	MS-NEW TRUCK-FATHER-SON Ground level shot, new truck is at the curb, an older man now gets out of the truck, from the drivers side. A young man, his son, gets out from the passenger side.	And he's still at it.

#157331

"THREE GENERATIONS"

Set

VIDEO	AUDIO
7. CU-INSERT-SON REACTION He just watches his father for a few moments. This allows us to get the father from the truck to the tree.	
8. ELEVATED CRANE SHOT-CU FATHER The son is the figure on the ground to screen left, while the father comes up the tree NEUTRAL. He is coming into CAMERA SHOOTING STRAIGHT DOWN FROM CRANE. The father is straining and sweating, its tough work now that he is older, he wipes his brow.	Of course its kind of tough on him now.
ZOOM INTO SONS REACTION ON THE GROUND which is concern....	I quit school too, wanted to work along side of him
9. MS-TWO SHOT-TWO MEN SITTING AT TREE They have just finished lunch, their lunch pails are open, the father is leaning against the tree exhausted, his eyes are closed. Its obvious that this is getting to him. The young man takes out his wallet, pulls out a photo of his family.	But maybe,....
10. CU-EXT-PHOTO OF FAMILY The young mans wife and young son.	...for their sake, I should finish my education.
11. MCU-MEN AT TREE-YOUNG MAN STANDS He stands up, puts the photo in his shirt pocket, starts to walk away. A large tree chain is scattered among the area where they sit, he steps on it.	Maybe its time to...
12. ECU-GROUND LEVEL HI-HAT-SHOE & CHAIN A heavy boot tramps down on the thick chain FREEZE FRAME..	....Break the chain!! SFX: Crunch MUSIC: Stinger For information on Adult Learning, call - - - - - - -

#157331 CC

"COREYS CADILLAC"

:30

VIDEO	AUDIO
1. MLS-EXT-DAY-DRIVEWAY A new Cadillac pulls NEUTRAL into a long, scenic drive. As it gets closer, the VEHICLE PASSES CAMERA PANS LEFT to RIGHT. Car stops...	NARRATOR: In April of 1946, while his high school English teacher was reading "Julius Caesar" to the class, Stephen Greer walked out of the room,..and just kept walking.
..."snap" ZOOM to CU of Stephen Greer, a magnetic, handsome, middle aged executive. He gets out of the car with his briefcase. (this zoom is thru the window from the passenger side)	Today, Stephen Greer makes a lot of money.
1A. INSERT SHOT-POV THRU CAR WINDOW-HOME Establish the beautiful home ($90,000 bracket) Mother and daughter are in the yard doing something believable enough to have them there.	
2. MS-HOME, CAR-FAMILY Home is screen left, Car is screen right Wife and daughter center screen. Stephen Greer is getting out of the car, they, come to him, he goes to them. Mrs. Greer is a pretty woman, middle aged, the daughter is in her teens and very pretty. (DOOR TO HOUSE SHOULD BE VISIBLE AND OPEN). They are all happy to see each other, as if he had been away for several days. When they embrace, Stephen is center.	He has a beautiful home... ...he loves his family,
3. MCU-TRIO EMBRACE TO CU The three embrace, Stephen center, Mom right, happy, and warm	...and they love him!
ZOOM TO CU OF STEPHEN GREER	He has what he wants.

#157331 CC

"COREY'S CADILLAC"

:30

VIDEO	AUDIO
4. MS-PROFILE OF FAMILY The house is left, the family is right as they walk into the house. They are quite aways from the door at this point however. (Briefcase)	We don't claim that finishing high school is necessary to get what you want.
5. MS-THRU DOORWAY OF FAMILY They walk toward camera NEUTRAL, still all excited, jubilant, talking and laughing some. CAMERA IS INTERIOR SIDE OF THE DOORWAY with both sides visible.	We also don't claim that finishing high school will get for you.
MEDIUM FAST ZOOM to Stephen Greer... (still some distance from doorway)	Look at Stephen Greer
6. ELEVATED CRANE SHOT OF AREA THE CAMERA IS HIGH shooting STRAIGHT DOWN. We can see the Cadillac, the home, and the Greers nearing the doorway. CAMERA SNAP PANS RIGHT-FREEZE FRAME, allow enough space at right to freeze and super yellow phone number in.	But how many Stephen Greers do you know? For information on Adult Learning, call ----------

#157331 CR

"CRANIUM"

1. LS-INT-NIGHT

Establish the school room, teacher, young, dress is rather contemporary. A black man about 25 also sits in class, a young pretty girl, and an older woman in a house dress. Four people are at work at a table, a blackboard is behind. The three students are seated, relaxed; the instructor stands at the head of the table directly in front of the blackboard, is holding a cup of coffee. After establishing the area, CAMERA MOVES IN SLOWLY. The teacher, who is talking, walks to the edge of the table, sits on the corner, the older woman sips her coffee, the black man slouches a bit, takes a pencil from behind his ear, the young girl looks at the instructor.

NARRATOR

If you remember school as dull, and grim...you'll be surprized at what's happening now in adult education.

2. ANGLE SHOT

Shoot thru the students, favor black man, TILT UP to teacher speaking pleasantly, explaining...

TEACHER

So...point to the cranium

3. OTS-ELEVATED-FAVOR STUDENTS

Camera over teacher looking down on students, the older woman and black man look at each other puzzled. The young girl studies the instructor with a questioning look on her face.

4. CU-GIRL

She doesn't understand, but is not afraid to talk up. There is a feeling of trust in the group, the students don't feel humiliated when they don't know.

GIRL (Confidently)

I understand all you've said...except for one teeny thing. What's a..cranium!

5. CU-TEACHER

Reaction shot as the girl speaks,he wonders, then smiles.

6. TWO SHOT

Reaction shot of black man and woman as they listen, then smile.

7. FOUR SHOT-SIDE ANGLE-MS

The girl continues to look seriously at the teacher, the woman and black man break up at this point. They don't know what a cranium is either, but were tickled at the girl's response; the way she threw the question back at the teacher. The teacher is amused and pleased, and in one motion, he extends his hand, palm flat, fingers outstretched, on the girl's head.

TEACHER

That's.. a cranium!! (beat)
it's your skull!..headbone!

BLACK MAN (VO)

Oh

AUDIO LEAD IN OVER THIS SHOT. The black man's voice is now heard immediately after the teacher's dialog. Double meaning

BLACK MAN (VO)

Oh.....Bone!!

8. OVERHEAD-BLACK MAN AT READER

The man wears headphones, seated at the reader and we hear the tape play back.

TAPED VOICE

Oh bone!!

9. CU OF CARD

ZOOM OUT to reveal hand as it inserts the card into the reading machine. Printed clearly on the card is "o" and "STOVE"

10. MCU-BLACK MAN-READER

He looks at the card, and the word and letter. Then says aloud.

BLACK MAN

oh stove!!

then puts the card into the machine to see if he did it correctly. The tape sounds a long "O" just as he said it.

TAPED VOICE

Oh stove!!

10. (continued)

CAMERA PULLS BACK and leaves the scene, and the phone number is supered.

NARRATOR

New ways to learn to read...
informal, and individual
instruction. Being treated
like a person. Adult education...
It isn't hard to take...

For information on Adult Learning
call - - - - - - - - - - - -

APPENDIX C

Scripts: Radio Spots - Phase I

Project BEAM -- P.S.A.

Use: 1-3-72 -- 2-28-72

:30

(Carnival sounds -- huckster voice)	HEY... HEY...WANTA TAKE A CHANCE??
(Sucker-type)	Sure... what have I got to lose...
(Huckster)	Five bucks says you can't spell "sophomore."
(Sucker)	You're on! Let's see... S-O-P-H-O-(trail off)
Anncr:	If YOU think YOU'D lose that one...you can do something about it. Call 1-800-362-2300 and we'll tell you how. The call is free... and there are NO strings attached. 1-800-362-2300 ... just for the fun of learning something new.

:30

(Stereotyped anncr-type voice)

I want to talk to you about reading better, ... I want to talk to you about reading... (more deliberately) ...no... that's not it either. ...I don't know why I just can't say "if you wanta get back with others and learn to read there's a number you can call. And nobody's gonna give you a bad time for wanting to learn either. In fact...things have changed a lot (trail off)

(Serious anncr)

You can even enjoy yourself -- and learn at the same time. Call 1-(800)-362-2300 . There are no strings attached...and the call's free. 1-800-362-2300. Do it. Just for yourself.

:55

Air hammer) S.E. Anncr: Joe's 35 years old ...and he's going back to school next week.

(Sweet music) S.E. Joe's mom is 62...and she's going back to school next week.

Joe's going back to learn bookkeeping. He says he's tired of coming home every night with a backache. Joe's mom is going back to school to work for something she's always wanted...her high school education. They've both found out that learning isn't the same now as it was when they were kids. You can too. Call 1-800-362-2300 ...and we'll tell you all about it. The number's toll-free and there are no strings attached. I guess you could say we know about a good thing and want to share it. 1-800-362-2300. Call us up and let's talk... you might find out something.

:55

Ya know...sometimes when ya live out here where the air is cleaner, and there's no big traffic jams to worry about, ya kinda forget about learnin' new things. The wife just found out about courses you can take to improve-on what you already know. She's decided to bone up on her figures--her accounting, I mean. She's the one who has to take care of the books...I don't have time for that kind of stuff. Me? Well, as long as she's goin" anyway, I decided I'd go back and take some courses to finish up my high school. Ya just never know when it'll come in handy I guess. If you's like to find out about some new ways to learn things, there's a free number you can call...it's 1-800-362-2300. There aren't any strings attached...and the folks there will tell you more about what we found out about...1-800-362-2300. Why not give a call.

:40

Anncr: Say man. If you can dig where I'm comin' from... I wanna lay some heavy words on ya. There's a place close-by to where you live that you can go-to to learn the stuff it takes to get-at a job. Say What? ...yeah. It's gonna take some of your time and a little sweat, too, maybe. ...but it's sure better than doin' nothin' ...cause doin' nothin' can get a man down. Here's a telephone number for you to call 1-800-362-2300. It don't cost nothin' to call... and if you don't like what you hear you can always hang up and go back to doin' nothin' ...that number again is 1-800-362-2300. Check it out.

:30

ANNCR: Stop what you're doing for a minute...and count your skills... The ones you have real confidence in. How well do you read? Well enough to get a better job?

You can improve your reading, and writing...in adult learning programs. Dial this toll-free number: 1-800-363-2300. It could be the most important call you make today. 1-800-363-2300

:30

Teaching type

B.G. Sound — Coffee cups clinking, chatter, room sound

Instructor: O.K. So the interest Joe pays on a $500 car loan at 1% per month on the balance costs him $33 a year...That's less than a straight 8% loan... Here's how it works...(trails off)

Announcer: (Overrides last line) This is an adult learning class where people are discovering that math can save them money...Don't lose your interest... Call: 1 (800) 362-2300 toll free. You too can play the numbers game.
Call 1 (800) 362-2300 today.

:30

Voice #1: Read? (with incredulity)...I got my diploma... Sure, I can read, read, read (echo)

Voice #2: ...Blind as a bat without my glasses... can't read this, read this, read this (echo)

ANNCR: Maybe you've had to fool people because you don't read. But you could sharpen up your reading... and writing...in adult learning classes. Call 1-800-363-2300. It's free. Sure...you can put it off...but you'd better be good at putting people on. Dial 1-800-362-2300 for information.

Project BEAM - P.S.A.

Use 1-3-72 - 2-28-72 :60 seconds

Teacher: O.K. let's try this paragraph. (In unison:) "The dollar that bought 100 cents worth of goods in 1948 buys only 59 cents worth today. The dollar used for trade with other countries has been (stumble over) revaluated - - - - -

Teacher: Revaluated - Re-val-ua-ted. Try it.

Roy: Re - valu - ated -- uh, what's it mean?

Teacher: Forget the "Re" at the beginning - what's the main word?

Roy: Valu - yeah - my money's worth -

Teacher: Right! But the "Re" means "do over again".

Roy: ... it's changed?

Teacher: Right.

Roy: Changed. Dollar's worth something different. Revaluated.

Anncr: (overrides last line) This is an adult learning class . . . where people are discovering new reading skills. They value the need for education. For information on adult learning call: 1 (800) 362-2300 -- it's free ... 1 (800) 363-2300

Isn't it time you "revaluated" your reading skills?

APPENDIX D

Criteria For Spot Evaluation

PROJECT BEAM

CRITERIA GUIDELINES FOR EVALUATION

SPOT ANNOUNCEMENT ENTRIES

A. Did the announcement meet the specifications of the "Script Development Procedure"?

B. Can a target audience profile for the spot be identified easily and clearly?

C. How does the spot psychologically appeal to the audience?

D. What impact will the spot have on the audience?

E. What effect or result might the spot have on the audience?

F. Will the spot hold their attention?

G. Is the situation realistic and acceptable?

H. Can the spot be adequately produced?

I. Will it require rewrite?

J. What is the spots over-all effectiveness?

APPENDIX E

Job Description Project Beam Evaluation

PROJECT BEAM

EVALUATOR

JOB/QUALIFICATION DESCRIPTION

1. Canvasses, by phone and personal visits, specified city area, recruiting prospective students into programs leading to High School Equivalency Certificate.

2. Provides initial rapport between student and education by showing awareness of adult priorities and explaining the role of education in adult life.

3. Secures information on problem and concerns of prospective student to guide learning to more relevant content.

4. Makes calls or visits to students concerning absenteeism, and endeavors to retain student in class, referring student to social service agency where appropriate.

5. Develops personal liaison with student, and assists in collection of information pertinent to Project BEAM.

6. Demonstrates dependability, patience, concern for people and the ability to withstand rebuff -- knowing that these qualities are necessary for successful recruiting.

7. Demonstrate willingness to spend as much time in the home as necessary to explain the adult learning program, and how it can benefit prospective student.

8. Whenever possible, return again to recruit the prospective student in need of basic skills, developing self esteem and self confidence in this individual, accepting him at all times for what he is.

9. Be able to spend a minimum of 20 hours each week in follow up; has time for several training sessions before and after the enrollment period.

10. Elicits referral names from each contact he makes and records all information pertinent to his recruitment activities.

APPENDIX F

Radio Commercials Revised - Phase II

:46

Teaching type

B.G. Sound — Coffee cups clinking, chatter, room sound

Instructor: O.K. So the interest Joe pays on a $500 car loan at 1% per month on the balance costs him $33 a year...That's less than a straight 8% loan... Here's how it works...(trails off)

Announcer: (overrides last line) This is an adult learning class where people are discovering that math can save them money...Don't lose your interest...

Call us about the free math and reading classes offered by Iowa's area colleges and high schools. In Des Moines call 284-7701. 284-7701. Outside Des Moines, contact your local high school.

:30

Announcer: Stop what you're doing for a minute...and count your skills...The ones you have real confidence in. How well do you read? Well enough to get a better job?

You can improve your reading, and writing...in adult reading programs.

The classes are free...offered by Iowa's area colleges and high schools. In Des Moines, call 284-7701. Outside Des Moines, contact your local high school.

:46

(Stereotyped anncr-type voice) I want to talk to you about reading better... I want to talk to you about reading...(more deliberately)...no...that's not it either. ...I don't know why I just can't say "if you wanta get back with others and learn to read there's a number you can call. And nobody's gonna give you a bad time for wanting to learn either. In fact...things have changed a lot (trail off)

(Serious anncr) You can enjoy yourself and learn at the same time...at free reading classes offered by Iowa's area colleges and high schools. In Des Moines, call 284-7701. 284-7701. Or...contact your local high school. Do it. Just for yourself.

:47

Voice #1: Read? (with incredulity) ..I got my diploma... Sure, I can read, read, read (echo)

Voice #2: ...Blind as a bat without my glasses... can't read this, read this, read this (echo)

ANNCR: Maybe you've had to fool people because you don't read. But you could sharpen up your reading...and writing...in adult reading classes. They're free... offered by Iowa's area colleges and high schools. In Des Moines, call 284-7701. 284-7701. Outside Des Moines, contact your local high school. Sure... you can put it off...but if you don't read, you'd better be good at putting people on.

:59

Teacher: O.K. let's try this paragraph. (In unison:) "The dollar that bought 100 cents worth of goods in 1948 buys only 59 cents worth today. The dollar used for trade with other countries has been (stumble over) revaluated - - - - -

Teacher: Revaluated - Re-val-ua-ted. Try it.

Roy: Re - valu - ated -- uh, what's it mean?

Teacher: Forget the "Re" at the beginning - what's the main word?

Roy: Valu - yeah - my money's worth -

Teacher: Right! But the "Re" means "do over again".

Roy: ... it's changed?

Teacher: Right.

Roy: Changed. Dollar's worth something different. Revaluated.

Anncr: (overrides last line) This is an adult learning class... where people are discovering new reading skills. Adult reading classes are offered...free by Iowa's area colleges and high schools. In Des Moines call 284-7701. 284-7701. Outside Des Moines, contact your local high school. Isn't it time you revaluated your reading skills.

:59

Ya know...sometimes when ya live out here where the air is cleaner, and there's no big traffic jams to worry about, ya kinda forget about learnin' new things. The wife just found out about courses you can take to improve-on what you already know. She's decided to bone up on her figures--her accounting, I mean. She's the one who has to take care of the books...I don't have time for that kind of stuff. Me? Well, as long as she's goin' anyway, I decided I'd go back and take some courses to finish up my high school. Ya just never know when it'll come in handy I guess.

If you live in Des Moines, and you'd like to find out about some new ways to learn, call 284-7701. 284-7701. Or outside Des Moines, contact your local high school. There's no strings attached, and they'll tell you how you can finish your education at Iowa's area colleges and high schools. Give them a call.

:55

(Air hammer)
S.E. Announcer: Joe's 35 years old...and he's going back to school next week.

(Sweet Music
S.E. Joe's mom is 62...and she's going back to school next week.

Joe's going back to learn bookkeeping. He says he's tired of coming home every night with a backache. Joe's mom is going back to school to work for something she's always wanted...her high school education. They've both found out that learning isn't the same now as it was when they were kids. You can too.

In Des Moines, call 284-7701...and we'll tell you how you can finish your education at Iowa's area colleges and high schools. It's free. 284-7701. Or, if you live outside Des Moines, contact your local high school. I guess you could say we know about a good thing and want to share it. Give us a call.

:39

(Carnival sounds--huckster voice) HEY...HEY...WANTA TAKE A CHANCE??

(sucker type) Sure...what have I got to lose...

(Huckster) Five bucks says you can't spell "sophomore".

(sucker) You're on! Let's see...S-O-P-H-O-(trail off)

Announcer: If you think you'd lose that one...do something about it. Iowa's area colleges and high schools offer free reading classes. In Des Moines, call 284-7701. 284-7701. Outside Des Moines, contact your local high school...just for the fun of learning something new.

COMMUNITY AND ADULT EDUCATION

TERM REPORT	HIGH SCHOOL CREDIT		ADULT BASIC		HIGH SCHOOL EQUIVALENCY
1961-62	296				
1962-63	327				
1963-64	397				
1964-65	395		81		
1965-66	395	Average attendance 131 30 enrolled-9th grade 71 enrolled-10th grade 106 enrolled-11th grade 173 enrolled-12th grade 15 enrolled-post graduate work	475	Wilkie House, Julia Mayer Salvation Army Corps #1 Salvation Army Comm. Center Roadside Settlement Bidwell-Riverside Wesley Methodist Church Rollie L. Ples Home North High, Whittier	
1966-67	420	96-Total Number Sessions 48-Number of Graduates 368-Semester grades issued	298	13 Classes Wilkie House, Julia Mayer Roadside Settlement Chesterfield Comm. Center Salvation Army Comm. Center Bidwell-Riverside Wesley Methodist Church Rollie L. Pyles Home Whittier	
1967-68	367	99-Total Sessions 63 Number of Graduates 347 Semester grades issued	249	11 Classes Wilkie House, Julia Mayer Roadside Settlement Chesterfield Comm. Center Salvation Army Comm. Center Bidwell-Riverside Wesley Methodist Church Whittier Northwestern Bell Telephone Co.	
1968-69	42 Subjects		19 Classes		
1969-70	48 Classes		32 Classes		18 Classes
1970-71	365 Enrolled		285 Enrolled		301 Enrolled

COMMUNITY AND ADULT EDUCATION

TERM REPORT	HIGH SCHOOL CREDIT	ADULT BASIC	HIGH SCHOOL EQUIVALENCY
1971-72	471 Enrolled 27 Number of General Diplomas issued 435 Semester Credits issued	134	270 5 students combined their work with the High Schoql Diploma program General Educational Development Tests were given to 211 students. Of the 211 students taking 781 tests, 159 students met the state requirements for the High School Equivalency Certificate.
1972-73	491 Enrolled 38 Number of General Diplomas issued 491 Semester Credits issued	375	Enrolled General Educational Development Tests were administered 252 persons. These 252 persons took a total of 852 tests with 180 persons earning the Iowa High School Equivalency Certificate.

As of June 1973 - - a total of 158 Credits have been earned by students in evening classes held at various centers other than the Adult Diploma Program at the Tech location.

COMMUNITY AND ADULT EDUCATION

TERM REPORT	HIGH SCHOOL CREDIT		ADULT BASIC		HIGH SCHOOL EQUIVALENCY
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